

CHIEF PETTY OFFICER INDOCTRINATION COURSE

INSTRUCTOR GUIDE

NAVEDTRA 38203-B



INSTRUCTOR GUIDE
FOR
CHIEF PETTY OFFICER INDOCTRINATION COURSE

NAVEDTRA 38203-B

prepared by

CHIEF OF NAVAL EDUCATION TRAINING
250 Dallas Street
Pensacola, FL 32508-5220

July 2001



LETTER OF PROMULGATION

**DEPARTMENT OF THE NAVY
CHIEF OF NAVAL EDUCATION AND TRAINING
250 DALLAS ST
PENSACOLA FLORIDA 32508-5220**

LETTER OF PROMULGATION

1. This Instructor Guide, associated Student Guide, and related Instructional Media Materials constitute the approved curriculum for the Chief Petty Officer Indoctrination Training Course. Deviations from this curriculum are not authorized unless approved by the Chief of Naval Education and Training (LEAD).
2. Corrections and recommended changes are invited and shall be submitted in accordance with procedures provided in approved references via the Course Curriculum Model Manager.

R. P. KRULL
By direction

CHANGE OF RECORD

Number and Description of Change	Entered By	Date

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NOTES TO THE COMMAND MASTER CHIEF

1. **BASIC INFORMATION:** Since the Chief Petty Officer Indoctrination Course has been completely revised, read the directions on this page very carefully. For curriculum assistance, you may contact:

Chief of Naval Education and Training
250 Dallas Street
Pensacola, FL 32508-5220
Attn: Curriculum Branch Head, LEAD Division
Phone: DSN 922-9232
Comm: (850) 452-4987

Carefully **select** the **instructors** who will teach the class to the newly selected Chiefs. We recommend that you select the most senior Chief Petty Officers (CPOs) available since their personal experiences will help in personalizing the instruction. If available, recommend that you select CPOs with instructor background.

You and your instructors will **need** copies of the new Instructor Guide (IG), NAVEDTRA 38203-B and Student Guide (SG), NAVEDTRA 38202-B. Each newly selected Chief will need a copy of the Student Guide, NAVEDTRA 38202-B.

2. **DIRECTIONS TO GIVE TO THE NEWLY SELECTED CHIEFS:**

Meet with the newly selected Chiefs three (3) weeks or more before the class convenes.

Assign each selectee to read a book(s) you select from the Naval Heritage Reading List. No two selectees should be assigned the same book.

Direct the selectees to complete the Assignment Sheet, AS 9-7 in the Student Guide. The assignment sheet will explain to the selectees that they should take notes on the actions in the book that support or do not support the Navy's Core Values. Before class convenes, the selectees should be prepared to discuss the demonstration of the Navy's Core Values from the assigned book(s).

3. DIRECTIONS TO GIVE TO THE SELECTED INSTRUCTORS:

Meet with the instructors who will teach the class.

Assign the topics the instructors will teach. We suggest that you teach the first topic, Course Introduction, Intro-1. The instructor who teaches the last topic, Naval Heritage/Core Values, Topic 9, should be assigned a book from the Naval Heritage Reading List to read and prepare for discussion with the class. This selection should be different from any book assigned to the students.

Conduct training with the instructors on the use of the Instructor Guide and the Student Guide. Refer to the pages AHow to Use Your Instructor Guide≡ in this guide and AHow to Use Your Student Guide≡ in the Student Guide. Specifically, discuss obtaining current references, terminology, and the use of the Topic Sheets, Outline Sheets, and other instruction sheets.

In the Instructor Guide, the Related Instructor Activity column has a list of optional questions with some suggested answers. The instructors should personalize their topics and add questions to aid in the learning process. To illustrate discussion points, instructors may use training aids such as a dry erase board and chartpaks.

4. PHYSICAL TRAINING AND YOUR SELECTEES:

Prior to conducting physical training (PT) with the selectees, it is recommended you have the Command Fitness Coordinator give a brief on the correct way to conduct a PT session. Appendix B of this Instructor Guide is included for your information.

5. OUTSIDE RESOURCES

If time permits and outside resources are available recommend the use of Guest Speakers such as Family Services, TRICARE, Chaplain, PSD, etc.

HOW TO USE THE INSTRUCTOR GUIDE

1. **BASIC INFORMATION:** This Instructor Guide is designed to help the instructor facilitate a class on the topics of the Chief Petty Officer Indoctrination Course. The Chief Petty Officer Introduction Course introduces the newly selected Chiefs with the information and knowledge necessary to succeed as Chief Petty Officers.

To the Instructors:

2. **ASSUMPTION AND GUIDING PRINCIPLE:**
 - a. We assume that you have the technical knowledge required to present the material in this guide. It includes most of the information required to facilitate a class, but there may be times when you may need to use other sources to furnish additional information.
 - b. Information presented in this guide was obtained from the cited references. You may choose to use other references to support your presentation. You are highly encouraged to use appropriate personal experiences to enhance your presentation. Any additional information should be aimed to improve the students' ability to understand, recall, and apply the information contained in this guide. Your primary role is to help the students learn this information and relate it to their newly acquired role as Chief Petty Officer.
3. **PREPARATION:** Before class convenes:
 - a. Set up classroom.
 - b. Keep your copy of the Student Guide handy. Your presentation, based on the Instructor Guide, is designed to parallel the Student Guide. Follow the sequence in the Instructor Guide.
 - c. You should thoroughly review topic materials in the Student Guide using the Topic Sheets (TS), Outline Sheets (OS), Information Sheets (IS), Role Plays (RP), Case Studies (CS), Exercise Sheets (ES) and Assignment Sheets (AS) contained in the associated topic of instruction.

- d. Add notes in the Instructor Guide as desired. Your notes should be designed to help you remember the information you will be presenting.
 - e. Questions listed in the Related Instructor Activity column are optional. Additional questions may be added as you personalize your lesson presentation.
4. **IN CLASS:** The following items apply in your classroom presentation:
- a. Always keep the purpose of the course firmly in mind. Your job as an instructor is to present the material in a manner that facilitates learning and prepares the students to function as Chief Petty Officers. Feel free to use more information than is presented in this guide.
 - b. Distribute the Student Guides to the class. Inform the students to follow the Student Guide throughout the class. You can facilitate learning by encouraging the class to take notes, underline text, and ask questions. You may want to familiarize the students with the Student Guide format by instructing them to turn to the Table of Contents, instruction sheets, and various references. You should become familiar with these sections so you can answer any questions concerning them. You may also find it helpful to highlight text and figures in your Student Guide.
 - c. There are certain items that should be covered in each new topic regardless of the Chief Petty Officer Indoctrination content. One such item you should include is a general topic introduction. This introduction should include yourself, your background, and how the topic relates to the overall mission of the Chief Petty Officer Indoctrination Course. At the end of the lesson, you should provide opportunity for discussion and summary of the topic.
5. **AFTER CLASS:** To help improve this course, complete and submit a copy of the Instructor Questionnaire in the Instructor Guide.

EXPERIENTIAL LEARNING

This CPOINDOC was developed from the premise that the class participants possess an incredible amount of management and leadership wisdom. As a group, they are well educated, well trained, experienced, and interested in their own personal growth as well as improving the overall quality of leadership in the Navy. The participants know a lot about how to manage and how to lead. They do not need to be spoon-fed the basic concepts, tools, and techniques. Instead, they need to work with their peers and with the instructors to discover new ways of applying their knowledge to increasingly more difficult challenges encountered everyday in the workplace. In short, they need to relate what they know about managing and leading to their *real life experience*.

In order to do this, their experiences need to be brought into the classroom. The CPOINDOC contains numerous opportunities for discussions applying course content to the workplace. These discussions will differ from class to class based on the experiences of the participants in the class but the common element across all classes is that the experiences of the participants constitute the foundation for learning about managing and leading as Chief Petty Officers.

ADULT LEARNING PRINCIPLES AND STYLES

Learning Principles

Course material is developed to capitalize on principles that enhance adult learning.

- The CPOINDOC is focused in the immediate timeframe with relevance to the future. What students learn in this course can be used immediately in their new assignments, and acquiring the necessary competence will aid in attaining future success.
- The CPOINDOC is focused on issues that concern the new Chiefs, rather than some abstract subject matter. Discussions are targeted on real-life experiences by each individual.

- The CPOINDOC is designed to enhance students' self image by placing value on what they have achieved. It is expected that they will bring their experience into the classroom. The instructor's job is to help the students relate their experience to the lesson points of the course.
- The CPOINDOC is designed to be introductory. It aims to spark a thirst for additional or detailed knowledge as they leave the classroom and perform their job as Chiefs.

Learning styles

Different people learn in different ways. It is important to understand these learning styles so they may be incorporated into the training plan.

- **Concrete experience** - People who primarily use this learning style prefer an experience-based approach to learning. They want to jump in and see how it feels. They do not want to read about it, they want to experience it. People high in the Concrete learning approach learn best from simulations, exercises, and feedback from fellow students.
- **Reflective observation** - People who primarily use this style prefer to sit back, observe, and not get involved. They want to see what a situation looks like before jumping in. People high in the Reflective learning approach learn best from lectures, films and video tapes, reading and reflecting back on what has been read, and from classroom discussions about observations and thoughts.
- **Abstract conceptualization** - People who use this style prefer a theory-based, analytical approach to learning. They want to study the topic and think about it before jumping in. People high in the Abstract learning approach learn best from lectures by experts, theoretical readings, case studies, and activities that require solitary thinking, such as the self-evaluation questionnaires.
- **Active experimentation** - People who use this style prefer to learn by becoming involved in a subject. They take a step-by-step active approach. People high in the Active learning approach learn best from small group discussions, structured exercises, trial-and-error exercises, and problem-solving approaches to relevant issues.

Teaching two or more styles results in higher retention. That is, students remember more when a variety of learning styles are incorporated to a

teaching strategy.

REMINDER

Appendix A of this Instructor Guide is recommended to be used as additional information for those who are teaching for the first time. For those who have taught before, Appendix A should serve as a refresher.

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COURSE INTRODUCTION

Introduction	Intro-1
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TERMINAL OBJECTIVES

- 1.0 **Discuss** the history and traditions of the Chief Petty Officer.
- 2.0 **Describe** the proper regulations associated with the Chief Petty Officer Uniform.
- 3.0 **Discuss** the role and responsibilities of the Chief Petty Officer as a leader.
- 4.0 **Discuss** the responsibilities of a Chief Petty Officer as a manager.
- 5.0 **Discuss** the role and responsibilities the Chief Petty Officer has to develop his subordinates and train the junior officers.
- 6.0 **Demonstrate** effective ways of communicating.
- 7.0 **Identify** the Navy's support structure.
- 8.0 **Describe** the rules and regulations associated with the Chief Petty Officer.
- 9.0 **Discuss** Navy Heritage and Core Values.

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